

**THE INFLUENCE OF STRESS AND SOCIO-ECONOMIC
LEVELS ON PARENTAL SUPPORT AND HOME
ENVIRONMENTAL ACQUISITION OF ACADEMIC SKILLS**

By

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Statement of Master's Thesis Presented to the
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**THE INFLUENCE OF AFFECTIVE AND NON-AFFECTIVE LEARNER
CHARACTERISTICS ON PERFORMANCE DIFFERENCE AND PREDICTION
ABILITY ACCORDING TO KNOWLEDGE REQUIREMENT**

By

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The purpose of the study was to examine the effects of the learner's conditions, structured and unstructured, on motivation differences and control students' acquisition of two specific academic behaviors: (1) acquisition of a reading vocabulary and (2) increases of achievement in multiplication. The sample consisted of twelve motivationally classified students ages seven years, four months, to eleven years; three were achievement oriented (or capable self-motivated) and nine low motivationally classified students and twelve normal students, ages seven years, four months, to eleven years, ten months, matched in a regular public school. Each motivationally classified subject was randomly assigned to one of two groups. Each group's position was matched for age, intelligence, and race with each motivationally classified student, not assigned to corresponding group.

The groups participated in two six session treatments for a total period of twelve sessions; Group A₁, job motivation decreased (student and A₂, job control, students) were exposed to Condition A (intervention) in the first treatment of the study and to Condition B (interventions) in the second treatment. The reverse order was employed for students in Groups B₁ (job motivation increased students) and B₂ (job control students). A split-plot factorial was used to accommodate the data which was presented into a Hierarchical Analysis Program for multiple analyses of variance. Thirty null hypotheses were tested. Sixteen hypotheses were confirmed. Of the remaining eleven null hypotheses, 8 were found to be significant at the .05 level while the remaining 3 were significant at the .00 level.

It was predicted that motivation decreased students would significantly lower mandatory work and associated (less voluntary) work time than the control students. The total number of units learned by the motivation decreased students decreased in subsequent days of presentation shows for the control students the number of units learned regardless of treatment. Motivation decreased students learned more units and earned more additional work time in the structured condition. These students earned closer relative levels of extensions, work time in both conditions but increased in work learned in the control treatment regardless of the amount of motivation decreased condition.

CHAPTER 2 THE PROBLEM

The education and treatment of emotionally disturbed children has for many years been in the realm of the psychiatric and medical professions. Society, unless it supports programs, mandatory legislation, compulsory treatment laws, and a general concern for the mentally disturbed child, has abdicated the major responsibility for this segment of society's population to the public schools (Gilliam, Coffey, Hartline, Miles, & Hartline, 1972). Very often these children are unprepared to meet the demands of school life and often exhibit abnormal social and/or academic behaviors. Therefore appropriate educational programs designed to teach individual academic and social needs are imperative if the maximization of these resources is to be ensured.

We know that in addition to subject to treatment for which others repeatedly were attempting to develop educational programs for emotionally disturbed children concern the degree of problemness versus structure in the classroom (Brown & Miller, 1974). The more haphazardly (versus the degree of individualized) as compared with baseline-determined children operating in the educational process.

PICOT, COFFEE, and MILLER (1974) reported a broad range of intervention approaches. The intervention described could be placed in

a continuum from generalist to structured. While Cattell described a generalist approach which implied a differentiated classroom designed to accommodate both structured and general education in which teachers could check for all or most and resolve difficulties in or out of the classroom depending on their personal choices, another proponent of the generalist approach is Veltkamp (1988) who emphasizes freedom of teachers' adaptations to students and development rather than specific academic skills—the outcome of academic learning was left up to the teacher).

The structured classroom approach with the individuality discounted has been discussed by Cruthirds, Rutter, Rutterberg, and Winkler (1962; reprinted 1994); Barley and Phillips (1992); Baker, Flayver, and Jones (1993) and others and writers (1991). The structured approach emphasizes consistency of classroom routine, the structuring of tasks and systematic follow-through for all experiences; the philosophical rationale of this approach is *Control over behavior* (primarily).

The behavioral principles emphasize rewards and a limited array of punishment strategies. These are all related to positive reinforcement—the key word here is positive or defined tasks. The target school population also must benefit from the application of these principles with typically children ages (a) learning problems (Haworth 1993; Rovai, 1993); (b) emotional disturbance (Barley & Phillips, 1992; O'Leary & Becker, 1997); and (c) academic achievement (Barley & Hart, 1994). The consideration of behavioral principles has positive classroom experiences for students while further encouraging them to comply.

There is no link within the schools having greater pressure to beat up a student than academic achievement. (Buckley, 1990). Current theories have been reported negative differentiated teaching strategies for the antisociality illustrated (BROOKFIELD, 1990; COOPERMAN, HARRIS, RAINBOW, & TANDBERG, 1986; DUNN, 1988; FOLLISS, 1986; NELSON, 1986a). However, little research has been reported by educators that discusses supporting educational tasks in a positive oriented classroom strategy for normal children.

The major purpose of this study was to examine several behavioral prototypes from the opposite learning conditions and procedures which could be utilized in educating antisociality illustrated under normal children. A second purpose involved evaluating and assessing any differences in the responses of the illustrated self-referred children which occurred in a series of placements in the different learning conditions.

Condition A consisted a strict adherence to a structured environment in which the researcher (i) took against the presentation of visual materials, (ii) informed feedback with each subject on a performance variable and (iii) provided the individuals with unidimensional materials. Condition B consisted of a semi-structured environment in which (i) the subjects were allowed to select the task, (ii) the researcher provided verbal feedback on a one to one ratio variable, and (iii) no feedback materials were provided.

This study was designed to assess the effects of two learning conditions, unstructured and semi-structured, on antisociality illustrated

and second, children's acquisition of two specific academic behaviors: (a) acquisition of a reading vocabulary and (b) assessment of children's work time.

CHAPTER 12 REVIEWS OF THE LITERATURE

A characteristic of students in a typical classroom is the wide variability in their attitudes and behaviors (Kersten, 1972; Kersten, Chua, and Birch, 1989) and they students have different "types of learning" which parallel from birth throughout their development. Poggenpohl (1992) refers to the teacher's style as playing an important part in the student's development.

Teaching a group of students who differ markedly in ability, motivation, interests, talents, and especially biological, physical, cognitive, and social maturity, requires an accepting responsibility. Every teacher is faced with the task of classroom management and instruction but students who present unique learning and behavior problems increase the difficulty of this task (Kersten, 1972; McCarthy & Poggenpohl, 1992; Poggenpohl & McCarthy, 1992).

Different pedagogical approaches and instructional procedures are needed for students with diverse needs. Kersten (1972) suggested that very systematic procedures for students will have to be abandoned and that more non-structured will have to be given to producing in such subjects the major aim of personal, intellectual, emotional, and activities they in most effective for their education. A review of the literature was undertaken from the pages of

view (a) is similar both to the learning styles of students and (b) to length consideration of contemporary and traditional strategies employed in the education of geographically distributed students.

INTERACTIVE PATTERN OF CHILDREN.

In the 1990's open space schools began to appear throughout the United States (Kragh, 1999). Open education is based primarily on Piaget's theory as to the children learn not in linear child development research (Piaget, 1970). Individual learning styles of students must be considered when developing an educational approach. Hart (1991) suggested that processes are at work during the interaction of the participant with the environment. That is an open educational is individualized from the environment the individual accommodation (a).

Children have one varying pattern of 1100 as a source of integrated interaction with cognitive experiences and continuous action of play with others. The older experience has a mental picture of the world which leads to a formation of a hierarchy of meaning for the individual (Westenhoven, 1990). The majority of young children, according to Piaget, enjoy abstract concepts such as color, shape, size, position, the patterns of abstract thought used in abstraction for example, can be built on stages of direct experience: seeing, hearing, smelling, and touching.

Hart (1991) stated that the thinking and creative skills of people are developed by the gathering of extensive, relevant, concrete information from which abstractions and generalizations are

class. During the information gathering stage, the learning style will need to be discrete because a child is able to learn more necessary or useful concepts at a higher level of thinking processes.

The child as an active, multi-expansive system constantly processing information acquired by his interaction with his environment has been proposed by Goleman (1986). Children, according to Barth (1971), are learning systems and this behavior is self-generating. Identified learning elements for children exposed to Barth include self-confidence and development in a safe, threat-free environment, the right to make individual learning choices, and no make significant decisions, social integration leading students all collaboration and expression of opinions with others.

Individualism can affect relationships for expansion (Goleman, 1986). Individualism takes place only after a person has an encounter with the environment. Children learn to make responses in a variety of ways; therefore individual learning styles are as important to the determination of instructional methodology as are the attributes of goals.

The point of view that children may have responsibilities for choices if they are to take appropriate responsibility for what they know was espoused by Goleman (1986). (also children learn best primarily the responsibility of the individual). Learning is an natural as breathing, but each child is born with its own learning style and thus can't "choose" (Goleman, 1986).

Traditional approaches to the treatment of conduct disorder
in children and adolescents

The traditional approach has been influenced by Freudian-psychanalytic theory (Kochanska, 1982; Spitzer et al., 1989; Tschudin, 1988; Freud, 1949; Klein, 1960). Specifically, this priority is given to accepting the child as he is without causes and to developing a positive, trusting relationship before formal behavior training is attempted. The approach is concerned with (a) the meaning of the disturbed behavior and preferred individual reactions during critical periods of personality development and (b) emotional problems originating in the individual's historical past. Treatment based on psychopathology occurs over a long period of time, ranging from 6 to 24 months or more.

Kochanska (1989) associated initial acceptance of disturbed behavior and continued understanding as an attempt to reduce the rigid and punitive approach to manage children whom we perceive as very problematic. In many residential institutions during the 1980's, however, punitive approaches remained in many countries and cultures worldwide, but these reportedly diminished over time.

Bordkelein (1980, 1987) discussed the treatment program utilized in a residential center for severely disturbed children whom emphasizes a psychopathology orientation. This approach requires a problem atmosphere designed to provide children with the realization that the world is a pleasant place in which to live and where disturbed behaviors are not rewarded. Available boundaries are secondary to the primary goal of meeting the medical needs of disturbed children.

Clinical training which enables educators with the treatment plan she submitted by Bellini (1979). These disciplinary may be seen as problematic, consistent stated can be observed with an effective program. The teacher will be instructed individual training situations or group behavior. These behaviors, regardless of their inappropriateness, will be considered as a means of communication. The teacher's role is one of acknowledging that the individual is really trying to say by the overt behavior responses for alternative behavioral responses which the student can use to communicate to the teacher his request.

Bell and Klassen (1987) implemented the LifeSpan Interview Technique as an effort to help the child cope more effectively with his environment. The technique helps the child gain insight from his interactions with the environment. In essence, there are two broad goals of the LifeSpan interview: (a) facilitate "re-thought" consideration and (b) elicited expression of the assets that exist. At times, the purpose of the interview may be to assist the individual in necessary differentiation and return to normal functioning. In other instances, the teacher may attempt to work through one LifeSpan goal with the child. In addition to counseling and psychotherapy, which generally take place in the therapist room, LifeSpan interviews occur in the more natural context of the child's daily activities.

A milieu treatment concept designed to assist emotionally disturbed children in a remedial-therapeutic program has been reported by Bell (1971) and Bell and Klassen (1987). The basic premise for

action theory was made on the belief that emotionally disturbed children need more than a few weeks of individual or group therapy; children need to have every aspect of their lives designed so that no positive behavior could be rewarded and negative behavior be allowed.

Most of the traditional approaches strive to promote self-expression and lower-defensiveness orientation. Brown (1993, 1994) reported that a cognitively positive relationship is necessary to promote self-expression and therefore consider the guide teacher instructional to provide an adequate setting for therapy. The ideal therapeutic environment, understanding, acceptance, and recognition and classification of feelings promote the emotional growth of the child are fundamental to traditional intervention approaches (Duchowny, 1989; Lampertakis, 1995; & Elkin, 1990). The exception, however, with accepting all behaviors of a student child as signs of fulfilling a positive relationship is that it fails to provide opportunities for the child to learn to discriminate between appropriate and inappropriate behavior (Elkin, 1990). Periodical DMSO assessments place pressure on the part of the teacher not least that discriminated children need to organize the work for them.

Contemporary Approaches to the Education of Emotionally Disturbed Children

The constructivist approach is represented in the literature as follows and elsewhere (Barlow, 1993; Gray, 1994; Haskins, Sheldene, & Haskins, 1994; Haskins, Sheldene, 1994); to promote teaching through a service (Haskins, 1994); to educational engineering (Barlow, 1997;

(1991) and OB structured classrooms (Gallagher, 1990, 1995, 1999; Haring & Phillips, 1993; Haring, 1999). To ensure an behavior of the child which is desirable, moral, and can be measured, teachers is to start the individual to modify his traits and how he looks like rather than try to fix problems in the first place. Didactical aspects of behavior are analyzed.

The principles of work before play, reciprocal growth for good behavior, relationship, pleasure, and pleasure are minimum requirements for good teaching when utilizing the construct approach. One more interesting principle of behavior management are employed systematically, a high degree of "structure" is introduced into the classroom. This structure of predictability of the classroom environment has been found to have a therapeutic effect on children's social-emotional and academic behavior (Prydzek, 1993; Sennar, 1993; Sennar, & Tuncer, 1991; Sennar & Phillips, 1993; Phillips, 1993; Phillips, 1995; Phillips, 1996; Sennar, 1993).

Behavior modification is intended to disrupt behavior when a specific procedure is followed designed to reduce a behavior change (Dittman & Krasner, 1992). Reinforcement of the educational process which reinforce and support the behavioral modification are important aspects of the behavioral change process. With the reinforcing conditions necessarily identified, the behavior modifier can effectively manipulate the environment to bring about change.

Originally, the relationships used by behavior modification consisted of goals (Satz & Matthey, 1996; Sennar, 1993). Unfortunately, such primary reinforcements were low their effectiveness.

to reduce the influence of aversion, increase self-focus and improved task performance (Dwyer & Hines, 1995; Pollio, 1993; Pines & Hayes, 1993).

The use of operant conditioning techniques for teaching speech and academic skills to individual autistic children has been reported as effective by a number of investigators (Brett, 1993; 1994; Lovett, Laskowski, Pezzutto & Schaeffer, 1993). Selection of a discrete target behavior, presentation of a stimulus to elicit the behavior, pairing it with reinforcement or contingency which may be real, and provision of a positive reinforcement according to the contingency are the key elements of such projects. The child's behavior is then shaped toward more complex levels by gradually increasing expectations.

Less commonly described projects with behavior and learning problems have also been helpful to modify their own behavior in individual studies (Sawin, 1992; A. Ross, 1992; Pollio, 1993; Pollio & Ross, 1993; Quig, 1993; McCabe & Buckley, 1993) and (Kleiner & Sommers, 1993). Ross and Pollio (1993) reported behavior modification techniques to a total score of three and fourth grade pupils who were noncompliant. Each pupil had been struck one or more times during an observation period of one week. The teacher was also unable to keep the pupils in class. The classroom was divided into two small rooms. An attorney was used to establish mutual trust and respect through complimenting and selecting. It was hypothesized that changes in behavior produced in one room would transfer to the other. Results indicated that the hypothesis was confirmed.

The French Principle (1969) and use of firm authority as a research

any consequences to modifying the maladaptive behavior of emotionally disturbed children is advocated by Harlan (1986). Making a generalization about Harlan's view is a high informed area with Uniqueness space and **ADAPTING OUTCOMES**, or example of a specific intervention approach, is based on the PRAISE principle (1990) which states that behavioral normality occurring at a low rate may increase its frequency when it is followed by aversive stimuli are highly aversive to the student; Smithfield (1990), Harlan and Savitz (1987), and Walker, Marlowe, and Reschley (1989) have incorporated this principle in a positive teaching approach. This approach is based on the work of Eshleman (1988) who outlined four phases of a positive behavior intervention: (1) assessing the outcomes of this behavior study and starting it in a graph; (2) recording changes in the treatment process; (3) analyzing the child's performance to determine the relationship between the process and the child's behavior; and (4) systematically changing the program variables and examining the effect on the child's performance.

Contingency matching supported by Ross (1989) and Ross and Bush (1988) falls into a category of a structured approach. The option involves a contract between the teacher and pupil... The teacher defines the behavior or task while the child must perform. After defining what will be reinforcing to the child, the teacher engages a contract with the child, upon that if the child performs the required task, a rewarding contingency will be made available. The system begins with enhanced teacher observations which result in (a) the identification of the data and statements (b) presenting the contract to the student and (c) delivering the consequence. During the transition stage, both the teacher and the student are involved in the development

Size of the task and reward: The student gradually assumes more responsibility until he has determined the task and the control himself.

An unstructured classroom design has been developed by Brown (1987) in which the emotionally disturbed child is given mobility to the levels of (i) activities, (ii) response, (iii) order, (iv) separation, (v) control, and (vi) autonomy. The long range goal of the unstructured classroom was the development of a self-motivated individual whose reward is effort (see academic achievement). A bullet-shaped sun incorporated with each educational level. The physical realization of the sun gave visual incentive and mobility areas designed to stimulate functioning on all levels.

Brown and Lohman (1987) found that the use of a structured approach worked with brain-damaged children particularly in modifying the environment. The classroom arrangement for the Higher Level (HL) as established by Brown and Lohman, included three features— (i) a small class with a ratio of twelve pupils to each child based on a one-to-one basis for the other children. All the pupils of the program, except, were, jaundice, burns, and minor eye-injuries, eliminating classroom eyestrain; (ii) large park of windows oriented with bright light to stimulate the immune of light or the "lighting lights"; (iii) a classroom created from three tables could be 100 degrees and another separate or setting and 100 with 100 degrees facing the wall to control distractions— (disabilities, burns, jaundice, and Paroxysm (1981) indicates that the emotionally disturbed child can profit from the highly structured— Classroom within the classroom which has been associated with appetitive and aversive brain-damaged children.

Burley and Phillips (1980), Rubin, Edens, and Brines (1980) and Webster (1979) have reported the outcomes of a structured CBCL-type approach. To determine the outcome of the structured approach, Burley and Phillips (1980) in a random study, released children to apparently emotionally disturbed children. The three approaches employed were the structured approach, the problem approach, and an approach which allowed children to remain in the regular classroom. The children used to receive the children labelled (a) hyperactivity, noncompliance, attention-seeking behavior, withdrawn and unsociable behavior; (b) scores on near-average intelligence; and (c) parental competence. Hyperactivity was a crucial problem in the structured group and involved separating the behavior to be learned into a series of sequential steps. The activities were individualized for the children until each child had acquired behaviors which would enable him to interact adequately with his peers. The group separations were planned. Burley and Phillips (1980) also used systematic follow-through which was enhanced by the application of consequences which were present or absent, contingent upon the child's responses.

All children were tested twice using the California Achievement Test and the Wechsler Index Scale, in order to determine academic and behavioral changes in any of the groups. The group using the structured approach obtained greater gains scores in both tests than did the group using the CBCL approach although differences in over and under scores between the two groups tended to limit the validity of the findings.

In all the main control studies reported by Bettelheim (1948-1970)

assessed the use of the structured approach to teaching vocabulary and appropriacy and effectiveness of increased structured work time. Higher variability measured using existing at-a-glance group and range scores as indices.

The learning conditions were designed. Condition A involved the subject's initial exposure to a structured environment in which the experimenter controlled the presentation of reading materials, selected the verbal feedback to the subject on a one-to-one basis, and provided individual subjects with self-directing materials. Condition B consisted of a non-structured learning environment in which the subject selected the reading materials to be pursued, the experimenter appraised the verbal feedback to the subject on a variable ratio schedule, and evaluated the subject's self-increasing materials.

The groups participated in ten treatment phases for a period of sixteen days. Each subject received twenty minutes of daily instruction. The results of Gallegher's study revealed that acquisition of vocabulary words and development of attentional skills were significantly higher in the structured group than in the unstructured group.

The effects of structure and non-structure upon the academic learning of delinquent adolescents in a parochial school was reported by Barrie (1972). The learning conditions were designated as condition A and condition B. Condition A involved the subjects' initial exposure to a structured environment. Condition B consisted of a learning environment in which the subjects were self-directed. In both conditions, the vocabulary work journal and the areas of attentioned with the words were recorded. It was concluded that

disruptive children in residential settings respond better to the structured and supervised environment when performance is measured by the acquisition of mandatory skills and the movement of children with them. The results have implications for appropriate instructional techniques associated with various stages of human growth and development.

Summary

Learning styles of children and educational programs for the emotionally disturbed have been evident. Few studies have been systematically reviewed and reported which examine learning styles of both the normal and emotionally disturbed preschool populations. It appears that continuous education research by educators is needed in order to develop correlations between specific teachers and academic achievement. The results will lead the way to the development of a systematic approach to the education of both normal and emotionally disturbed children.

CHAPTER 10

THE SUBJECT

Definitions of the Study

1. **passive interlocutor.** A term that refers to passive and inert behaviors that are synonymous to the representations of the students' anxiety when he acted or within other spheres of the students' life.
2. **strategic.** A systematic, clearly defined set of behaviors which occur in a specific response that is designed by the student.
3. **discrepancy.** A set of behaviors which occur as an initial behavior by the subject.

Purpose of the Study

The purpose of this study was to measure the effects of two teaching conditions, structured and non-structured, on the number of vocabulary words learned, and the extent of retained words learned by audiotape illustrated and visual students' students grade twelve. Independent variables manipulated do each of the two teacher conditions involved (a) the order of presentation of word materials, (b) the structure of the teacher's verbal contexts, and (c) the availability of a self-explanatory audio tape.

Null Hypothesis

- H₁: There is no significant difference between exceptionally illustrated and normal students with respect to number of words learned.
- H₂: There is no significant difference between responses with respect to number of words learned by exceptionally illustrated and normal students.

- H_{01} : There are no significant differences between treatments with respect to the number of words learned by mathematically disabled and normal students.
- H_{02} : There are no significant differences between days with respect to number of words learned by mathematically disabled and normal students.
- H_{03} : There are no significant interactions between type and response with respect to number of words learned by mathematically disabled and normal students.
- H_{04} : There are no significant interactions between type and treatment with respect to number of words learned by mathematically disabled and normal students.
- H_{05} : There are no significant interactions between response and treatment with respect to number of words learned by mathematically disabled and normal students.
- H_{06} : There are no significant interactions between type and days with respect to number of words learned by mathematically disabled and normal students.
- H_{07} : There are no significant interactions between response and days with respect to number of words learned by mathematically disabled and normal students.
- H_{08} : There are no significant interactions between treatment and days with respect to number of words learned by mathematically disabled and normal students.
- H_{09} : There are no significant interactions between type, response, and treatment with respect to number of words learned by mathematically disabled and normal students.
- H_{10} : There are no significant interactions between type, response, and days with respect to number of words learned by mathematically disabled and normal students.
- H_{11} : There are no significant interactions between type, treatment, and days with respect to number of words learned by mathematically disabled and normal students.
- H_{12} : There are no significant interactions between response, treatment, and days with respect to number of words learned by mathematically disabled and normal students.
- H_{13} : There are no significant interactions between type, response, treatment and days with respect to number of words learned by mathematically disabled and normal students.

- $H_{1,1}$: There is no significant difference between mathematically disturbed and normal students with respect to attachment with their mother.
- $H_{1,2}$: There is no significant difference between responses with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,3}$: There is no significant difference between treatments with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,4}$: There is no significant difference between days with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,5}$: There is no significant interaction between type and response with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,6}$: There is no significant interaction between type and treatment with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,7}$: There is no significant difference between response and treatment with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,8}$: There is no significant interaction between type and days with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,9}$: There is no significant interaction between response and days with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,10}$: There is no significant interaction between treatment and days with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,11}$: There is no significant interaction between type, response, and treatment with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,12}$: There is no significant interaction between type, treatment, and days with respect to attachment with their mother by mathematically disturbed and normal students.
- $H_{1,13}$: There is no significant interaction between response, treatment, and days with respect to attachment with their mother by mathematically disturbed and normal students.

H_{02} : There is no significant difference between type, income, energy, and days with respect to educational work time scored by emotionally disturbed and normal students.

Method

Forty-four male students were selected to participate in the present investigation. Twelve students were diagnosed as emotionally disturbed by a psychiatrist and/or psychologist, and subsequently placed in a special public school setting for emotionally disturbed, the Recovery School in Orlando, Florida. The remaining twelve students attended regular public school classes at their respective elementary schools in Jacksonville, Florida.

Twenty-four of the subjects had intelligence scores which fell within the normal range as determined by standardized intelligence test scores available from the subjects' individual school folders. The subjects had intelligence scores which fell below the normal range.

Each emotionally disturbed subject was randomly assigned to one of two groups, Group A₁, or Group A₂. Each normal subject was assigned to the two test intelligence with each emotionally disturbed subject and assigned to corresponding Group A₁ or Group A₂. The descriptive pertaining to the age and intelligence of the groups is provided in Tables 1 and 2. A summary of identifying information for each subject is presented in Appendix A.

Partial identifying information, teacher rating of behavior, was obtained by utilizing the Behavioral Dimension Rating Scale procedure (see a review, Ziff, Goldstein, & Rosen, 1970). Behavioral ratings were completed for each the emotionally disturbed subjects. The behavioral characteristics are presented in Appendix B.

Table 1

Reported chronological, age, and intelligence
data for the healthy measured patients.

Group M₁ and Group M₂

	Group M ₁	Group M ₂
Mean, Age	9.0	9.0
Age Range	7-8 to 11-2	7-8 to 11-2
Mean, Intelligence	99	99
Intelligence Level Range	80 to 120	80 to 120

Table 2

Reported chronological, age, and intelligence
data for the sick children.

Group M₃ and Group M₄

	Group M ₃	Group M ₄
Mean, Age	9.0	9.0
Age Range	7-8 to 11-2	7-8 to 11-2
Mean, Intelligence	99	99
Intelligence Level Range	80 to 120	80 to 120

Design/Groups

The Designing Model was developed as Condition A and Condition B. Condition A involved the majority of the subjects in a crossover condition in which the researcher (a) ordered the perspectives of reading materials; (b) evaluated the verbal content by the subject as a separate entity and (c) provided individual subjects with non-threatening materials. Condition B consisted of a sequential assessment in which (a) the subject selected the reading materials to be presented; (b) the researcher selected the verbal content to the subject as a one-to-one ratio schedule and (c) the subject's self-explaining materials were selected.

The groups participated in the treatment phases for a period of twelve weeks. Groups M₁ and M₂ were assigned to Condition A in the first phase (12 sessions) of the study and to Condition B in the second phase (12 sessions). The reverse order was employed for the six subjects in Groups M₃ and M₄. Subjects designated as Groups M₁ and M₂ were placed in Condition A first; subjects designated in Groups M₃ and M₄ were placed in Condition B first.

Table 3

Order of Treatment Conditions Related to the Four Groups

Group Assignment	Treatment A	Treatment B
Subjects M ₁ (Individuality Oriented)	Condition A [retrospective]	Condition A [inter-orientation]
Subjects M ₂ (Individuality Oriented)	Condition A [sequential]	Condition A [inter-orientation]
Subjects M ₃ (Intrinsic)	Condition A [retrospective]	Condition B [intrinsic]
Subjects M ₄ (Intrinsic)	Condition A [sequential]	Condition B [non-orientation]

Stimulus Materials.

The reading materials consisted of the two vowel tables (1960) which were unfamiliar to both groups. A supplementary list of the words appearing in the preprint and prime stimuli were also the vowel lists were also transposed into the Allen (1944) vowel system. Since the vowel systems are related to the vowel-like qualities, their detailed mathematical forms had no effect on time. Consequently, the necessity of learning the degree of similarity the subjects might have had in recognizing and understanding similar printed words was avoided.

In the Allen system, each letter of the English alphabet was replaced with a new symbol. The symbol did not require a one-to-one correspondence with each symbol. The subjects were not taught the individual names or usage of the 28 symbols either; they were taught to associate the visual symbols in a one unit with the researcher's vocalization. The Allen symbol system is illustrated in Appendix C.

Each word from the restricted vocabulary list was presented sequentially as a three by three table card. A set of cards was made for every subject. The words were presented in order of their appearance in the preprint and prime books. These books were also transposed into the symbol system.

Recording Principles.

The self-recording card consisted of a sheet of four inch by twelve inch red tag paper. Separated lines one inch apart, each one inch square represented one word. Red marking pens were used to color the recording cards.

Subject Information.

All subjects received twenty minutes of individual instruction during each of the three sessions. Vocabulary instruction was designed to stimulate the state word supposed to measure. The subjects were presented with a word card, accompanied by the associated visual portion of the word.

The subject received daily instruction at an appointed time of the day and this schedule remained constant during the entire study. All training sessions were conducted in isolation in the subjects' positions. The officers were equipped with a student desk and chair, a radio and a chalk and a sand time box.

As a means of testing the extent the all learning process in memory transfer was set for twenty minutes. the timing device was a cylinder which served to clarify the amount of time the reported of each subject. The subjects were able to see the timer, however, consequently, subjects were unaware of the duration remaining the work time. During intervals of the twenty minute interval was measured.

Measuring Vocabulary Words.

Achievement in vocabulary learning was measured by vocabulary retention. Each subject was required to repeat correctly to the two word spoken which was present incorrectly following the learning period. A certain number of words were necessary before it was determined that repetition occurred. The measure of vocabulary learning was the number of and with the subject required to repeat words inserted.

Reactive Attentional Behavior

Attentional work behavior was defined to mean all the subject's attending to the learning materials and taking appropriate responses while seated at the desk. Specifically, attentional work behavior included (a) response to the visual stimuli associated with the word cards; (b) oral reading from the translated and direct versions; interpretation in the word spaces; (c) illustrations, cause decisions, or vocabulary words; (d) proportion of the reading tasks for review and (e) writing of the newly acquired vocabulary words. All other responses were categorized as non-attentional work behaviors. A majority of these behaviors included daydreaming, mindless activities, and subject initiation under conversations.

During the learning sessions, a panel was used at the subjects' non-attentional work behaviors to reduce a bias effect introduced by the researcher. The non-attentional panel members are informed from twenty minutes to provide a recording of attentional work times. The stage which latency was marked as as non-selectively as possible. The panels were not made known to the subjects.

Procedure

Learning Conditions

Condition A consisted of a situation setting in which the subject completed each specific task using the designated procedure. A description of the instructions given to the subject appears in Appendix A. The researcher placed each one of the subject's files, required the subject to perform all assigned tasks, and again verbalized instructions specifically to attentional work behaviors. The

and-speaking activity was also explained. The twenty cards used were divided into three cue hierarchy:

One-Stage Interval.

The subject was required to answer the stimuli for the immediate learning environment by (a) reading himself on the book; (b) taking one set of reading cards from the card file box; and (c) reciting his vocabulary cards before the first session. The subject recited his card required reading cards with instructions by the researcher utilizing either a flash card drill, multiplication game, or C.I.L. in the interval used.

Each correct response was rewarded with verbal praise. An incorrect response was given a verbal reply of "No," accompanied by a repetition of the researcher's lexical query. If the subject's initial query was correct, the subject was rewarded with verbal praise. However, if the subject's initial response was incorrect, the researcher replied with, "No, the word is _____."

Two-Stage Interval.

The researcher learned the reading cards by showing the card and pronouncing the word. The words were presented in order of their appearance in the primer. Each subject's overall verbal response to the next card was reinforced by the researcher's feedback to the item of verbal praise. Every incorrect verbal response to the second stimulus was followed up, "No, the word is _____." This type of training was continued until the no-silence period ended.

The subjects were informed of the training criteria and were

required to respond successfully to each card and for a series of three trials before acquisition occurred. The measure of secondary learning was the number of cue cards the subject required to the maximum criterion.

Plan of game, memory.

After the two minutes elapsed, the subject added the newly required word cards to the set of cards already acquired, and placed them on the next file box. The examiner counted the cards that the subject had not learned through acquisition. These cards were added to the secondary word cards that had not been presented to the subject and were passed over at another session.

The subject used a free marking procedure (see Step 1) to indicate the approximate value of one job square which represented the self-representing card. Each square colored represented the approximation of one new word.

Then the subject completed the memory, the examiner said, "How many new words have you learned today? How you know _____ words." The subject then returned the recording card and the free marking pen to his desk.

The subject used orally or may write on the second secondary and passing the passbook. The correct written responses were given to each line on a writing paper, points were given by the examiner. Thus an incorrect response was given to a word on the paper, the subject received a negative response accompanied by a positive correction. The first reading translated to the total of the daily words learned. The subject was required to repeat the test in the designated area.

Each day's session ended with a cumulative question asked relevant to the subject's work performance.

Learning Condition A:

The learning environment was a setting in which the activities were modified to suit the subject's cognitive. The subject had the opportunity to become familiar with all reading materials relevant to the learning process and the resources not available to quote the subject in these response choices. A description of the illustrations that were given to the subject is included in Appendix C. The specific learning activities included gathering of wool pieces, sitting at the desk, following the researcher's direction, reading wool cards, and wool sorting. The subject was not required to complete the assigned tasks but follow a specific number of activities. Resources or visual elements are given on a case by case basis. The self-Permitting task was omitted in this learning condition.

Training Session, Internal:

The form of each subject's activities varied within the internal form of training. Wooltop review, self-reading illustrations, and wool sorting are always available; however, alternate activities will be selected. These illustrate activities include (i) verbal communications between the subject and the researcher; (ii) the illustration of unique drawings of vocabulary words; or (iii) participation in a word search game.

If the subject decided to engage in new vocabulary instruction, the two items (the elements of cognition A) are not connected. Furthermore, the subject had to respond appropriately to each word and for a review of these relate before continuation occurred. The manner of

monetary reward was the number of sets until the subject acquired within a ten minute interval. There were the only trials placed on top of the subject's property.

When the subject stayed to the specific tasks of oral reading, vocabulary review and the necessary destruction, researcher's feedback was given. Prior to giving the correct response, the ratio of feedback to the subject's response was in a one-to-one ratio, while, incorrect verbal responses to the visual stimuli were followed by, "No, Go and do _____." The subject did not respond to the self-instructing activity.

Data Analysis

Data was analyzed using the Statistical Computer Program, SPSS 8.0, (SPSS, 1998) which is a PC-based statistical package analysis of variance or ANOVA correlated with each dependent variable. The differences detected between the statistically distributed and normal scores expressed statistical significance at the .05 level.

Significance

The present study sought to study of the influence of a structured auditory environment on the acquisition of a reader vocabulary and assessment of educational work time by using computer distributed language learning a special guidance system, flexibility and positive reward, language training in public elementary school. This study will continue to positive aspects done by studies are (Mazzoni, 1990), (Koloski, 1994), and (Barber, 1999).

Findings that are generated from this study will have implications

for program planning, environmental designs for the acquisition of mandatory work, roofing and structural work sites, etc., instructions from this study should assist managers in developing differential training programs for work with ownership dispersed activities in public schools.

CHAPTER IV
ANALYSIS OF DATA AND DISCUSSION

The effects of structure and non-structure on the acquisition of vocabulary were not the concern of educational psychologists until more recently. There were three independent variables for the order of presentation of verb meanings: (i) the availability of self-explanatory meaning and (ii) the availability of verbal meaning to the subject as a stimulus variable. The language variable, (iii) the order of presentation of verb meanings and (iv) the availability of self-explaining sentence structures, were manipulated in order to measure the effects on the dependent variables, vocabulary words learned and structural words thus acquired.

The research was conducted with twelve fourth-grade students from Shady Valley School in Belvoir, Virginia, a special public school for the emotionally disturbed and below normal boys attending the Syring Elementary School in Belvoirville, Virginia. The boy was taught to recognize vocabulary words which is a basic skill necessary to reading and which is extremely important to comprehension and literacy (Frost, 1971). The Bilder System (1949) was used to establish a baseline of score with all subjects, one of whom was familiar with the system used in the system - receptive vocabulary between 100% and 100% correct level of word recognition were the specified educational goals which served by the students was selected as the

second dependent variable in order to give a definitive measure of time spent by carers by disturbed and normal subjects. Inappropriate behavior. The use of one behavioral coding provided the researcher the opportunity to count the subjects' disturbances) with time. Determinants of the capabilities of carers to care and the assessment of individual needs has been considered previously.

The twelve emotionally disturbed patients in the study were selected from a patient population and were randomly assigned to one of two carership disturbed groups— the twelve normal patients were also recruited from a patient population and were matched for age and level of education with each emotionally disturbed subject and assigned to noncarership groups. Each subject was taught on an individual basis. Thirty null hypotheses, related to allow comparisons on the subjects' performance on each of the dependent variables, were tested.

Results and Discussion

Methodological Results

A Split Plot Factorial was utilized to examine the dependent variables (see Table 1980). Data were then prepared into the 1972-1973 Computer Program, 1980-1981, for complete analysis of variance (Giles, 1980). The results of the analysis of variance for the three dependent variables, moderately severe patients, is presented in Table 4; the results of the analysis of variance on the second dependent variable, emotional severity time interval, is presented in Table 5. The differences detected between emotionally disturbed and normal patients were considered statistically significant at the .05 level.

Table 4

Analysis of Variance for Respiration rate per min
by three levels of P_{CO₂} and oxygen tension.

INTERACTION	SS	DF	MS	F
Type	626.83	1	626.83	31.38**
Response	19.99	1	19.99	1.26
Treatment	38.89	1	38.89	2.03
Day	39.37	1	39.37	.97
Type*Response	11.48	1	11.48	.28
Type*Treatment	39.48	1	39.48	34.29**
Response*Treatment	26.48	1	26.48	24.57**
Type*Day	19.79	1	19.79	20.00**
Response*Day	42.47	1	42.47	4.17
Treatment*Day	38.56	1	38.56	3.15
Type*Response*Treatment	138.01	1	138.01	13.46**
Type*Response*Day	13.67	1	13.67	.75
Type*Treatment*Day	39.01	1	39.01	3.33**
Response*Treatment*Day	18.01	1	18.01	.93
Type*Response*Treatment*Day	18.01	1	18.01	.43
Day* (Type*Response)	600.44	29	20.69	-----
Day*Treatment* (Type*Response)	29.11	29	1.01	-----
Day*Day* (Type*Response)	256.35	29	8.80	-----
Day*Treatment*Day* (Type*Response)	521.13	29	17.93	-----

**Significant at .01 level.

Table 2

Analyses of Variance for Responses with Data Arranged by Treatment, Response, and Subject

Source	SS	df	MS	F
Type	109.81	1	109.81	34.87**
Response	4.81	2	2.41	.03
Treatment	1.31	2	.65	.03
Day	28.89	1	28.89	.89
Type × Response	31.83	1	31.83	.87
Type × Treatment	1.43	1	1.43	.03
Response × Treatment	124.69	1	124.69	34.87**
Type × Day	34.86	1	34.86	.89
Response × Day	34.83	1	34.83	.89
Treatment × Day	31.83	1	31.83	.89
Type × Response × Treatment	249.13	1	249.13	6.87*
Type × Response × Day	31.83	1	31.83	.89
Type × Treatment × Day	317.89	1	317.89	3.73**
Response × Treatment × Day	18.82	1	18.82	.50
Type × Response × Treatment × Day	39.89	1	39.89	.10
Day × Type × Response	979.37	10	97.94	-----
Treatment × Type × Response	454.95	10	45.49	-----
Treatment × Day × Response	617.67	10	61.77	-----
Treatment × Treatment × Day × Response	838.89	10	83.89	-----

*Significant at .05.

**Significant at .01.

Data collected on total number of words dictated and total silence-allowed work time scored for each of the 10 emotionally disturbed and 10 normal students is provided in tables 4, 5, 6 and 7. Daily number of words dictated and daily amount of silence-allowed work time allowed by emotionally disturbed and normal students can be found in Appendix A. Average work time is presented in word minutes per minute with a possible total of 240 minutes.

Appendix 1:

The first null hypothesis stated that the number of words learned by emotionally disturbed students would not differ from those learned by the normal students. The F value of 31.78 ($p < 0.001$) was significant at the .01 level thus rejecting the null hypothesis. The normal students' mean = 7.08 words learned significantly more words than the emotionally disturbed students' mean = 3.87 words.

Appendix 2:

The second null hypothesis stated that the number of words learned by the emotionally disturbed students would not differ from those learned by the normal students with respect to sequence. The F value of 0.00 ($p > 0.05$, $.99$) was not significant at the .05 level thus indicating no null hypothesis. Sequence was the not have a significant effect on emotionally disturbed and normal students with respect to the number of nonword words learned.

Appendix 3:

The third null hypothesis stated that the number of words dictated by emotionally disturbed students would be different from those learned

Table 1

Total number of Vocabulary Words Identified by
Individual or Selected students, reported by nature of condition

subject	Vocabulary words learned		
	Condition A (as measured)	Condition B (as measured)	Total
R_1	26	4	30
R_2	16	19	35
R_3	37	1	38
R_4	40	36	76
R_5	26	2	28
R_6	36	2	38
Condition A (as measured)		Condition B (as measured)	Total
R_7	8	40	48
R_8	41	40	81
R_9	10	39	49
R_{10}	14	42	56
R_{11}	11	44	55
R_{12}	16	40	56

Table 1

**Total Number of Vocabulary Words Learned
by Each Student, Separated by Order of Acquisition**

Student	Vocabulary Words Learned		
	Condition A (Pre-treatment)	Condition B (Post-treatment)	Total
R _{1A}	30	50	80
R _{1B}	30	45	75
R _{1C}	40	45	85
R _{1D}	30	45	75
R _{1E}	30	45	75
R _{1F}	30	45	75
R _{2A}	30	45	75
R _{2B}	30	47	69
R _{2C}	30	45	65
R _{2D}	30	47	67
R _{2E}	30	45	60
R _{2F}	30	47	67

TABLE II

Total amount of precipitated rock-silica, measured in minutes and hours by means of the titration method, according to values of μ and μ'

Subjects	Additional test. Not Assured		
	Condition A (μ constant)	Condition B (μ variable)	Total
R_1	100% 30°	100% 30°	100% 30°
R_2	100% 30°	100% 30°	110% 30°
R_3	97% 30°	97% 30°	100% 30°
R_4	100% 30°	100% 30°	100% 30°
R_5	100% 30°	100% 30°	110% 30°
R_6	100% 30°	100% 30°	110% 30°
Condition B (μ' constant)		Condition A (μ variable)	Total
R_7	100% 30°	100% 30°	100% 30°
R_8	100% 30°	100% 30°	100% 30°
R_9	100% 30°	100% 30°	100% 30°
R_{10}	97% 30°	100% 30°	100% 30°
R_{11}	97% 30°	100% 30°	100% 30°
R_{12}	100% 30°	100% 30°	100% 30°

Table 3

Total Amount of Additional Work Done, Required by
Workers and Managers, ACCORDING TO NATURE OF
EMPLOYMENT AND CONSTRUCTION

Category	Estimated Work Done Required		
	Classification A (Construction)	Classification B (Non-Construction)	Total
R _{1A}	110% 80%	110% 90%	110% 80%
R _{1B}	110% 80%	110% 90%	110% 80%
R _{2A}	110% 80%	110% 40%	110% 80%
R _{2B}	110% 80%	110% 40%	110% 80%
R _{3A}	110% 80%	110% 90%	110% 80%
R _{3B}	110% 80%	110% 90%	110% 80%
R _{4A}	110% 80%	110% 10%	110% 80%
Classification B (Non-Construction)		Classification A (Construction)	Total
R _{5A}	110% 80%	110% 10%	110% 80%
R _{5B}	110% 80%	110% 40%	110% 80%
R _{6A}	110% 80%	110% 90%	110% 80%
R _{6B}	110% 80%	110% 90%	110% 80%
R _{7A}	110% 80%	110% 90%	110% 80%
R _{7B}	110% 80%	110% 90%	110% 80%

by the normal students with respect to treatment. The *F* value of 3.14 ($p=0.03$) was not significant at the .05 level thus confirming the null hypothesis. Treatment does not have a significant effect on emotionally disturbed and normal students with respect to the native oil respiratory words learned.

Hypothesis 4:

The fourth null hypothesis stated that the number of words learned by emotionally disturbed students would not differ from those learned by the normal students with respect to type. The *F* value of .21 ($p=.897, n=100$) was not significant at the .05 level, thus confirming the null hypothesis. Type alone did not have a significant effect on emotionally disturbed and normal students with respect to the number of necessary words learned.

Hypothesis 5:

The fifth null hypothesis stated that the number of words learned by the emotionally disturbed subjects would be no greater than those learned by the normal students with respect to type by treatment interaction. The *F* value of -.10 ($p=.914, n=100$) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 6:

The sixth null hypothesis stated that the number of words learned by the emotionally disturbed students would not differ from those learned by normal students with respect to type by treatment interaction. The *F* value of 14.29 ($p=.001, n=100$) was significant at the .05 level, thus rejecting the null hypothesis. Translation scores for the

Normal students increased from a mean of 6.07 words learned in treatment 1 to a mean of 8.06 words learned in treatment 2. Because of the increased number of new words learned in treatment 2 the emotionally disturbed students dropped from a mean of 5.21 words learned in treatment 1 to a mean of 5.00 words learned in treatment 2.

Hypothesis 2:

The seventh null hypothesis stated that the number of words learned by the emotionally disturbed and normal students would not differ with respect to response by treatment interactions. The F value of 21.57 ($F(2,110)$) was significant at the .001 level thus refuting the null hypothesis. Results were learned by emotionally disturbed and normal students in response to treatment from a mean of 8.20 words to a mean of 9.20 words when moving from treatment 1 (introduction) to treatment 2 (instructional). Unmixed words in response to treatment show a mean of 6.76 words to a mean of 8.11 words when moving from treatment 1 (unstructured) to treatment 2 (structured).

Hypothesis 3:

The eighth null hypothesis stated that the number of words learned by emotionally disturbed students would not differ from those learned by the normal students with respect to type by day interaction. The F value of 1.06 ($F(2,110)$) was insignificant at the .001 level thus supporting the null hypothesis. As the days increased the emotionally disturbed students decreased in words learned while the normal students increased in number of words learned. The results are presented in Table 12.

Table 13

Books borrowed by Freshmanly Discreased and Normal Students in term by Day Interventions registered by person

Personnel	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Freshmanly Discreased	6.46	8.43	6.75	8.00	6.78	5.79
Normal	7.00	7.00	7.07	9.43	7.87	9.04

Hypothesis 1:

The ninth null hypothesis stated that the number of books borrowed by the freshmanly disturbed and normal students would not differ with respect to frequency by day intervention. The F value of 2.37 ($p=0.120$) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 2:

The tenth null hypothesis stated that the number of books borrowed by the freshmanly disturbed and normal students would not differ with respect to frequency by day intervention. The F value of 2.13 ($p=0.130$) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 3:

The eleventh null hypothesis stated that the number of books borrowed by the freshmanly disturbed students would not differ from those borrowed by the normal students with respect to frequency by day intervention. The F value of 1.74 ($p=0.214$) was not significant.

and w_i the β 's level that refuting the null hypothesis. All aspects of the interaction terms are presented in Table 11. In response to,

Table 11

Mean Length of Structurally Allocated and Shared Treatments in 7004 by Response by treatment requirement, Reported by State

Group classification	Treatment 1	Treatment 2
M ₁ (Structurally Allocated)	8.38 weeks (unstructured)	1.89 weeks (structured)
M ₂ (Sharing) (p < 0.05)	4.33 weeks (unstructured)	4.33 weeks (structured)
M ₃ (Shared)	4.33 weeks (structured)	0.33 weeks (structured)
M ₄ (Shared)	1.33 weeks (unstructured)	0.33 weeks (structured)

The structurally allocated students responded from a mean of 8.38 weeks learned in the structured treatment 1 to a mean of 1.89 weeks learned in the unstructured treatment 2. In response to the structurally allocated students learned from a mean of 4.33 weeks learned in the unstructured treatment 1 to a mean of 4.33 weeks learned in the structured treatment 2. The structurally allocated students learned more weeks in the structured condition. In response to the shared students learned from a mean of 4.33 weeks learned in the structured treatment 1 to a mean of 0.33 weeks learned in the unstructured treatment 2. In response to the shared students learned from a mean of 1.33 weeks learned in the unstructured treatment 1 to 0.33 weeks learned in structured treatment 2. The

normal students listened to words (mean repetition of treatment) represented by normal students placed in the unstructured condition in Treatment 1; again no attribution to the resistance factor (Hofman & Rassing, 1990), which indicated that students do better repeated normal words after having acquired positive intonation on the previous repetition. Normal students replicated the structure through repetition in Treatment 2. No differences is indicated by the data in the number of words learned by the randomly distributed students the unstructured condition (first 10.30 words) also compared with the normal students receiving the structured condition first (10.47). A difference does appear in words learned between the randomly distributed students receiving the unstructured condition first (10.31) and the normal students receiving the unstructured condition (first 17.03).

Appendix A2.

The second null hypothesis stated that the number of words learned by the randomly distributed students would not differ from those learned by the normal students with respect to type by response by day interaction. The F value of .13 (207.569) was not significant at .05 level thus supporting the null hypothesis.

Appendix A3.

The third null hypothesis states that the number of words learned by the randomly distributed students would not differ from those learned by the normal students with respect to type by treatment by day interaction. The F value of 3.13 (16.6,100) was significant at

The .05 level. This refutes the null hypothesis. The variance in marks learned by the nationally educated students over days compared with the variance of marks learned by the normal students over days would be a significant difference. The results are reported in Table 13.

Table 13

*marks learned by nationally educated and normal students
at different intervals of day (ANOVA, $p < 0.05$)*

<u>ANOVA</u>						
nationality	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Treatment 1	8.13	8.40	4.03	3.15	4.58	3.79
Treatment 2	4.78	4.12	4.47	4.79	5.00	3.40
<u>ANOVA</u>						
normal	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Treatment 1	6.39	4.83	4.43	3.88	4.82	3.82
Treatment 2	6.61	7.25	6.83	6.20	6.83	5.58

Statistical test

The F-test of the null hypothesis states that the ratio of marks learned by the nationally educated and normal students would not differ with respect to response by treatment by day (interaction). The F value of $10.6456, 6, 360$ was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 13:

The eleventh null hypothesis stated that the amount of work learned by the randomly distributed students would not differ from those learned by normal students with respect to type, sequence, magnitude, and day learned. The F value of 1.21 (df=4,100) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 14:

The eleventh null hypothesis stated that the amount of information at work time learned by the continuously distributed students would not differ from those learned by normal students. The F value of 23.87 (df=5,100) was significant at the .01 level thus rejecting the null hypothesis. The normal students ($\bar{F} = 1.7 \times 10^4$ per day) learned a greater amount of information work time than the continuously distributed students ($\bar{F} = 1.2 \times 10^4$ per day).

Hypothesis 15:

The eleventh null hypothesis stated that the amount of unique stored work time learned by the continually distributed students would not differ from the time learned by the normal students with respect to the sequence (AN of 100). The F value of 24 (df=4,100) was not significant at the .05 level thus confirming the null hypothesis because since the AN has a significance value of continually distributed and normal students with respect to HLD3+relating the amount of information with time learned.

Hypothesis 16:

The eleventh null hypothesis stated that the amount of informa-

tional with the score by emotionally disturbed students would not differ from the one earned by normal students with respect to type-in, the *F* value of .01 ($p>0.05$) was not significant at the .05 level thus confirming the null hypothesis. Therefore, there did not have a significant effect on emotionally disturbed and normal students with respect to differentiating the scores of attentional with type-in scores.

Hypothesis 2B

The second null hypothesis stated that the amount of attentional with type-in earned by emotionally disturbed students would not differ from the one earned by normal students with respect to days. The *F* value of .00 ($p>0.05$) was not significant at the .05 level thus confirming the null hypothesis. Days alone did not have a significant effect on emotionally disturbed and normal students with respect to differentiating the scores of attentional with type-in scores.

Hypothesis 2C

The third null hypothesis stated that the amount of attentional with type-in earned by emotionally disturbed students would not differ from the one earned by normal students with respect to type-in response orientation. The *F* value of .47 ($p>0.05$) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 2D

The fourth null hypothesis stated that the amount of attentional with type-in earned by emotionally disturbed students would not differ from the one earned by normal students with respect to type-

by treatment interaction. The F value of .09 (40-1,101) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis #2:

The third research null hypothesis stated that the mean of attentional work rate scored by the randomly selected and normal students would not differ with respect to response by treatment interaction. The F value of 14.44 (39-1,101,201) was significant at the .01 level thus rejecting the null hypothesis. Condition interaction with time showed by randomly selected and normal students in response to decreased from 30^o 34^o to 30^o 40^o was away from Treatment 1 (Control group) to Treatment 2 (Experiment). Condition attentional work rate in response to increased from 30^o 34^o to 30^o 38^o also moved from Treatment 1 (Control group) to Treatment 2 (Experiment).

Hypothesis #3:

The fourth research null hypothesis stated that the mean of attentional work rate scored by the randomly selected students would not differ from the rate scored by the normal students with respect to time by day interaction. The F value of .79 (39-1,101,1001) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis #5:

The fifth research null hypothesis stated that the mean of attentional work rate scored by the randomly selected and normal students would not differ with respect to response by the interaction. The F value of 1.34 (39-1,101) was not significant at the .05 level thus confirming the null hypothesis.

Appendix II.

The Twenty-Eighth null hypothesis stated that the overall effect of attentional task load caused by the emotionally distressed and normal students would not differ with respect to increases in any latencies. The F value of 0.04 ($M=0.000$) was significant at the .05 level, thus rejecting the null hypothesis. Attentional task load for all students in Treatment 1 decreased each subsequent day while attentional task load for all students in Treatment 2 increased. The results are presented in Table 13.

Table 13

Attentional Task Load Assessments Between the Distressed Students and Normal Students In Treatment 1 and Treatment 2

Treatment	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Treatment 1	0.07207	0.04507	0.07507	0.07607	0.09207	0.09407
Treatment 2	0.07407	0.07407	0.07407	0.07407	0.07407	0.07407

Appendix III.

The twenty-ninth null hypothesis stated that the overall attentional task load caused by the emotionally distressed students would not differ from the task load caused by the normal students with respect to latency by response by treatment interactions. The F value of 0.07 ($M=0.000$) was significant at the .05 level, thus rejecting the null hypothesis. All aspects of the interaction data are presented in Table 14. In response Aa, the emotionally distressed students decreased

is associated with the mean score of 127.7% in the structured treatment 1 to 147.3% in the unstructured treatment 1. In response M₁, the emotionally disturbed students increased from a mean of 127.1% in the unstructured treatment 1 to 137.3% in the structured treatment 1. The emotionally disturbed students improved more substantially with time in the structured condition. In response M₂, the normal students decreased in emotional well-being from a mean of 137.4% to 137.3% in the structured treatment 1 to 137.3% in the unstructured treatment 1. In response M₃, the normal students decreased from a mean of 137.3% to 137.3%. The normal students decreased in emotional well-being regardless of treatment. The emotionally disturbed students in the unstructured treatment scored considerably less associated with time than the normal students in the same treatment. The normal students in the structured treatment scored more associated with time than the emotionally disturbed students.

Table 14

Adjusted Mean Score Associated by Emotionality (Emotional and Normal Students) in Time in Response to Treatment Intervention, Reported as Means.

Group Description	Treatment 1	Treatment 2
M ₁ (emotionally disturbed)	127.3% (unstructured)	147.3% (structured)
M ₂ (normal)	137.3% (unstructured)	137.3% (structured)
M ₃ (normal)	137.3% (unstructured)	137.3% (structured)
M ₄ (normal)	137.3% (structured)	137.3% (structured)

Hypothesis II:

The twenty-seventh null hypothesis stated that the amount of additional work time accrued by the emotionally disturbed students would not differ from the time accrued by the normal students with respect to type of treatment by Ray Lissner (1981). The F ratio of 1.80 ($p > 0.05$, 2001) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis III:

The twenty-eighth null hypothesis stated that the amount of additional work time accrued by the emotionally disturbed students would not differ from the time accrued by the normal students with respect to type of treatment by Ray Lissner (1981). The F ratio of 0.79 ($p > 0.05$, 2001) was significant at the .05 level thus rejecting the null hypothesis. Additional work time accrued on a daily basis by the emotionally disturbed and normal students is illustrated in Table 11.

Table 11

Additional Work Time Accrued by Emotionally Disturbed and Normal Students in Type of Treatment by Ray Lissner (1981), Recorded in Hours

Emotionally Disturbed	Ray 1	Ray 2	Ray 3	Ray 4	Ray 5	Ray 6
Emotionally Disturbed	187.13 ^a	277.10 ^a	247.12 ^a	247.87 ^a	247.59 ^a	247.69 ^a
Normal	247.77 ^b	247.10 ^b	247.69 ^b	247.69 ^b	247.10 ^b	247.69 ^b
Normal	Ray 1	Ray 2	Ray 3	Ray 4	Ray 5	Ray 6
Emotionally Disturbed	247.27 ^a	247.69 ^a	247.27 ^a	247.12 ^a	247.69 ^a	247.27 ^a
Emotionally Disturbed	247.29 ^a	247.69 ^a	247.29 ^a	247.87 ^a	247.69 ^a	247.29 ^a

Hypothesis

The null-hypothesis stated that the mean of attendance with time arrived by exceptionally disturbed and normal students would not differ with respect to response by treatment or day attendance. The P value of .43 ($P=0.4300$) was not significant at the .05 level thus confirming the null hypothesis.

Hypothesis 2a

The alternative hypothesis stated that the mean of attendance with time arrived by the exceptionally disturbed students would not differ from the time arrived by the normal student with respect to age, response, treatment, or day attendance. The P value of 3.11 ($P=3.1100$) was not significant at the .05 level thus confirming the null hypothesis.

CHAPTER V SUMMARY AND RECOMMENDATIONS

The purpose of this study was to examine, analyze, and evaluate the effects of two teaching conditions upon the acquisition of two school-related behaviors by twelve emotionally disturbed students and twelve normal students. The hypothesization of this study depended upon the translation of behavioral principles into teaching procedures relevant to normal classroom behavior. The application of behavioral principles to classroom practice is increasingly being reported in the literature; however, no studies have been reported comparing the behaviors of emotionally disturbed and normal students utilizing both the structured and unstructured environments. Several child psychologists anticipated the structured approach and reported favorable academic achievement among all students in the placement group. McCallister (1970) used a structured approach to investigate the acquisition of vocabulary words and the assessment of attachment with like or emotionally disturbed students in a residential setting. The group exposed to the structured condition had superior achievement than in 1970. Lounsbury and Strode (1970) studied an illiterate adolescent in a residential setting and concluded that the student responded similarly to the structured and unstructured environments.

The current investigation tested the effects of two teaching modalities, structured and unstructured, on emotionally disturbed and normal students' acquisition of two specific academic behaviors:

(D) completion of a reading vocabulary test; (E) assessment of attentional task time. Condition A involved a strict adherence to a structured environment in which the researcher (A) only ordered the presentation of reading materials; (B) established verbal feedback with each reading on a one-to-one basis and (C) provided the student with self-monitoring materials. Condition B consisted of a non-structured environment which (A) allowed the student to select his tasks, (B) provided verbal feedback on a continuous cyclic schedule and (C) provided no self-monitoring materials.

Seventy-four male students were assigned to participate in the investigation. The 44 students were diagnosed as emotionally disturbed and categorically placed in a special public school setting for emotionally disturbed students. The twelve general students attended regular public school classes. Normal and emotionally disturbed students were selected for age and intelligence, being assigned randomly within each category.

Thirty null hypotheses were tested, 20 of which were refuted through analysis of the data from the nature of work learned and amount of attentional task time earned by emotionally disturbed and normal students. Of the remaining 10 null hypotheses, 3 were found significant at the .05 level, while the remaining 7 were significant at the .10 level.

Emotionally disturbed students learned significantly more vocabulary words and completed more attentional work than the normal students. Type by response by day and type by response by treatment interaction factors (Figure 1) were significant for vocabulary words learned and attentional task time. The typed nature of work

learnt by the emotionally disturbed students depended on subsequent days of presentation whereas for the normal students the words learned remained regardless of treatment. Emotionally disturbed students learned more words and overall were better educated with more in the educational institutions. Normal students learned when exposed longer to educational work than in both conditions that increased in words learned in treatment. Regardless of the education or unstructured conditions.

Recommendations for Future Research

This study has demonstrated the effects of two learning conditions on the acquisition of the academic behaviors with emotionally disturbed and normal students. As a result of this investigation other question areas which may further delineate appropriate teaching strategies or techniques available to emotionally disturbed and normal students. Suggestions for further research are specified below.

1. An investigation of the effects of structure and non-structure on emotionally disturbed students housed within a regular public school as compared to a separate self-contained facility.
2. An investigation of the relationship between structure and non-structure on emotionally disturbed students attending public day school facilities as compared to emotionally disturbed students housed in a residential facility.
3. An investigation of the effects of structure and non-structure on normal students housed in emotionally disturbed public school settings as compared to non-emotionally disturbed school settings.
4. An investigation of the effects of structure in teaching a variety

- (2)
4. To estimate the number of individuals with mental retardation.
 5. To determine the degree of correlation between the duration of institutional work time and the frequency of a variety of other working behaviors.

Although the results of this study apply directly only to the selected participants, the findings have implications for educational programs for other mentally disabled and normal students enrolled in the public schools.

APPENDIX A

Identifications, Corresponding Descriptions, the Serial Number, Estimated
and Actual Dates Participating in the Investigation

NUMBER	NAME	CLOTHING ITEM AND SIZE OF ITEM	DETAILS OF THE DATE			GROSS WEIGHT.	
			STANDARD WEIGHT	NET WEIGHT	WEIGHT PERCENTAGE	IN LBS.	IN GRAMS
1	9-12-61	T - 4	50				
2	9-12-61	S - 3		129			
3	10-13-61	S - 3		50			
4	9-13-61	S - 3		50			
5	9-13-61	S - 3	50				
6	10-13-61	S - 3	50				
7	9-13-61	S - 3	50				
8	10-13-61	S - 3	50				
9	10-13-61	S - 3	50				
10	9-13-61	S - 3	50				
11	10-13-61	S - 3	50				
12	10-13-61	S - 3	50				
13	9-13-61	T - 3		160			
14	9-13-61	T - 4		127			
15	9-13-61	T - 3		54			
16	9-13-61	T - 3		50			
17	9-13-61	T - 3		50			
18	10-13-61	T - 3		54			
19	10-13-61	T - 3		50			
20	10-13-61	T - 3		160			
21	10-13-61	T - 3		51			
22	9-13-61	S - 3		124			
23	9-13-61	S - 3		127			
24	10-13-61	S - 3		124			

APPENDIX A

Behavioral Setting Items As Suggested by Residents
of Residential Treatment Centers

ITEM NUMBER	APPROXIMATELY HOW OFTEN
B ₁	II
B ₂	II
B ₃	III
B ₄	II
B ₅	II
B ₆	III
B ₇	II
B ₈	II
B ₉	II
B ₁₀	II
B ₁₁	II
B ₁₂	II

^a characterized by mild-moderate, absent, mild-moderate, moderate, fulminant, periodic and chronic.

^b characterized by stuporose, total stupor, total stupor, delirious, stupor, stupor, stupor, stupor, stupor and stupor stupor.

Annex C

ROGER STURGEON, DIRECTOR

a - +	n - o
b - □	o - ≠
c - X	p - =
d - □	q - =
e - ⊗	r - □
f - Δ	s - ⊥
g - m	t - ∧
h - □	u - ♀
i - ∪	v - ♀
j - ∩	w - o
k - □	x - -
l - V	y - 2
m - ♀	z - -

APPENDIX D

Parent Information

Physical Instructions for Mr. and Mrs. Nichols to
Matthew L. Nichols I

Mr. Nichols, Informal

Hello _____! My name is Mr. Nichols. Please close the door and be seated at your desk. You are to come here on _____, Friday, Sunday, Saturday, and Thursday. You will see when you are to come here. You will stay to the end for three weeks.

Every day as you come into the room you will see me in the kitchen. Like the busy minutes. I'll place the time on my desk. You may look at it anytime you want to see how much time like is left. In the end all busy minutes, such time will be over. A bell will ring at the end of busy minutes.

While you are here I will teach you a code. You will know the code. Do you know what a code [or - look at these cards and tell me if you can read any of the words] [Hand the cards].

Mr. Nichols, Informal

Let's begin reading the code words. [Parent Information and Informal]

Mr. Nichols, Informal

Here is a tally card with your name written on it. You may take a tall marking pen down that desk drawer. Color one square for each one that you counted today.

Put the pen away in the desk drawer where you found it. If you always put the pen there, you will always be able to find it. Place the cards you have counted today in the small file box. You can keep all the

books you have between 2 hours make a set of cards. Put every day you come to teach the date. Place the tally card in the big envelope in the desk.

_____, 10th instant, _____, North Valley. Good work - 2715
see you tomorrow at _____, o'clock.
Good-bye.

Second Day Instructions For My 2nd And 3rd Subjects In
CONSTRUCTION, Page 1

Five Minutes Interval.

At _____, clear the desk - put your reading work and your tally card. Put the tally card in your desk and leave your reading work on the top of the desk or on one end review your old work - He will expect the desk after sixteen of every lesson containing your old work for review.

He will work with the new work for ten minutes. Just before the ten minutes are over you will be called on their work. You must be able to read these words you have been writing on these lines without making a mistake. You may keep all the words you have on your end of desk. If you have any mistakes, 2713 keep the reading work(s). You will have a chance to work on the words again tomorrow.

Five Minutes Interval.

Put your work in the word 2713 box. Bring the reading pen to your desk. See you may work all the words you have learned today. Put the reading pen out the tally card away. Bring the reader book. It is in the lower right hand corner of my desk. Put the red pencil in the book 2713.

How many words did you learn today? Today, you learned _____ words. Good work. I'll see you tomorrow.
Good-bye.

Third-grade practice for penmanship for Mr. Johnson
in section A, Phase 1

Instructions: Write the longer given word or subject you wish to install the easiest.

Initial Instructions for Big and Big Subjects in
Section A, Phase 1

Third-grade material

Write _____, My name is Mr. Johnson. Please place the slate and be seated at your desk. You are to come here at _____ o'clock on Monday, Tuesday, Wednesday, and Thursday. You will see you are in your house. You will come the third year for three weeks.

Every day as you come into the room you will see me set the kitchen table for supper dinner. I will place the slate on my desk. You may look at it as often as you want to see how well you have done. At the end of twenty minutes each time will be over. A bell will ring at the end of twenty minutes.

When you are here I will teach you a rule. You will know the rule. Do you know what a rule is? Look at these words and tell me if you can read any of the words. (See Rule reading.)

Don't begin reading the rule words. (Initial Instructions installed.) Please the words you have learned today in the next five lines. You

say Step 623. The words you learn before I have said it are all words for every key she uses to type the code.

There are other possibilities you may do when you come home to work. This may result in data codes which have been coded. There is a large box of messages and data decoding paper. You may draw pictures to identify your code words. These pictures are called illustrations. When you have learned many code words we may play a code word game. This game may be played like the game of Concentration. (Subject chooses the category.) Let's play everything says. It'll tell you something about _____ values.

Goodbyes.

Final Testimony for Abby and Ally Burgoon
in Conclusion, Part 2

Terry Shantz Interred

At _____, you have family members to work. What would you like to work on today? Subject is free to select the training activity which may concern and finish activities within the Terry Shantz Interred more than one activity may be selected.]

Initial Testimony for Abby and Ally Burgoon
in Conclusion, Part 2

Terry Shantz Interred

At _____, today you may choose the activity you would like to do. There are some activities you might like to try. You may also practice to identify your code words. These activities are called illustrations.

You may use the critique and drawing pages I have on my desk. There is a writing page. It may be played like Concentration. You, you may choose to work on your word cards and read in the word book.

What would you like to do today? (subject to time by where the reading activity which may continue and finish earlier within the forty minute interval. Note that the activity may be extended.)

Second to fourth year participants Day 10 Activities
In Preparation 2, Phase II

Third Round Interval

Hi _____! What would you like to work on today? (any activity may be selected. The order of activities may vary within the forty minute time interval.)

Fourth Participants for Big and Big Brothers
In Preparation 3, Phase II

Five Minutes Interval

Hi _____! Close the door. Set your meeting cards and bring them to your desk. We will spend the first five minutes of every session reviewing your word cards.

One Minute Interval

We will work with the new words for the students. Don't believe the ten minutes are over you will be hearing my name words. You must be able to read those words you have been speaking on today three times without making a mistake. You may keep all the words you know in your list of words. If you like my words, I'll keep the reading words; you will have a chance to read the new words again tomorrow.

Dear Student Deafened:

Put your name in the small P.M.s box - there it is fully covered with your name written on it. You may take a felt marker pen from that desk drawer. Color one square for each pen mark you wrote today.

Put the pen away in the desk drawer where you found it. If you always put the pen there, you will always be able to find it again. Put the tally-card in the big envelope on the table. Take the marker to your desk and we will wait until the bell rings.

_____ has been assigned _____ work today. Good work.
Will you now complete

Good-bye,

SECRETARY OF STATE DEPARTMENT OF THE NAVY
AT WASHINGTON, D. C., APRIL 12,

To _____ Help we will work in the same way as we did yesterday. But the fact this makes you will ensure your aid works. So long the work we will work in the same mode. When the ten minutes are over you will mark your tally card and read in the desk book. [unintelligible] interpretation with given. If the subject can not able to finish the sentence. Substitute word and gives in the subjects who were able to follow the reading logically. |

APPENDIX B

Instrumentality Scale for 1000 Secondary Students

Instrumentality	Degree of Instrumentality					Percent	Degree of Instrumentality - Preference A					Percent	
	1	2	3	4	5		1	2	3	4	5		
1	3	3	3	4	4	30	1	2	3	4	5	6	
2	32	7	4	3	3	30	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	0	0	
4	7	7	6	6	6	42	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	0	0	
Total	62	62	62	62	62	300	0	0	0	0	0	0	
not instrumentality						in instrumentality						0	

卷之三

Student	Multiple Choice - Testimony A										Multiple Choice - Testimony B									
	P	T	A	S	I	R	C	E	M	N	P	T	A	S	I	R	C	E	M	
10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
11	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
12	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	
13	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	
14	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	
15	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	
16	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
17	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	
18	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
19	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	
20	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
21	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
22	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	
23	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	
24	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	
25	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	
26	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
27	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	
28	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
29	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	
30	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
31	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
32	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	
33	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	
34	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	
35	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	
36	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
37	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	
38	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
39	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	
40	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
41	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
42	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	
43	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	
44	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	
45	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	
46	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
47	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	
48	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
49	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	
50	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	

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